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ABSTRACT

This manual is designed to serve as a step-by-step guide for managers of volunteer adult literacy sites. It discusses day-to-day responsibilities, suggests procedures, and provides forms and directions for their use. The guide is organized in four sections. Following information on the guide and background information on literacy education in sections 1 and 2, the guide focuses on the position of manager in section 3. Topics covered include publicity for awareness and recruitment; initial contact; waiting list; interview/orientation/assessment; match/first meeting of volunteer tutors and adult literacy students; support--first month and ongoing; and match termination/rematch/termination. A 30-item bibliography lists books, articles, and tests. (Some information and examples are geared toward Philadelphia, where the program on which the guide is based was conducted.) (KC)

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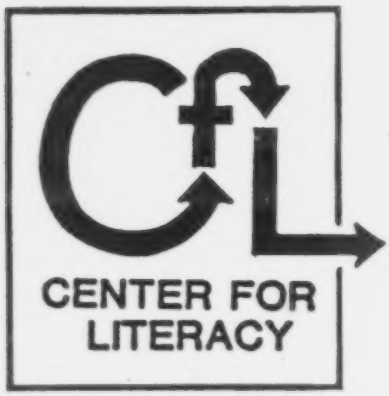

MANUAL FOR VOLUNTEER LITERACY SITE MANAGERS

by

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INTRODUCTION

This manual is designed to serve as a step-by-step guide for managers of volunteer adult literacy sites. It discusses day-to-day responsibilities, suggests procedures, and provides forms and directions for their use. These forms can be used as is or adapted to meet specific program needs.

A small amount of background material on the U.S. literacy movement and related issues is provided to help familiarize the user with the field of adult literacy. A brief bibliography is included to assist the reader in exploring literacy further.

Specific references to services in the Philadelphia area are included because that is where the manual was developed and field tested. It is not possible in a manual of this size to include such specific information for other areas. Individuals outside the Philadelphia area should become familiar with the services in their area, compiling a list of local services which they can use.

Some material in the manual is repetitive. This is done intentionally so that each section of the manual can be used as independently as possible of the rest of the manual.

There is mention in the manual of various types of volunteer involvement. However, most of the discussion is geared toward the use of volunteers as tutors of adult literacy students.

BACKGROUND ON LITERACY

The term illiteracy is subject to a wide range of interpretations and as a result, reports of the extent of the problem vary greatly. However, by anyone's definition, there exists in the United States today, a large number of adults who lack the basic reading and writing skills needed to function in our society.

Historically, literacy concerns in the United States are closely linked to helping immigrant groups blend into the social fabric of this country or to preparing uneducated men for military service. Early measures of literacy were based on the number of years of formal education an individual had completed or on the individual's ability to sign her/his name or write a simple statement. Recent attempts to determine the extent of illiteracy assess the individual's ability to perform reading tasks considered necessary to function in society - what has come to be known as functional literacy. Hunter and Harman (1979) in their definitive study of illiteracy in the U.S. emphasize that functional literacy consists of "skills perceived as necessary by particular persons and groups to fulfill their own self-determined objectives."

Early measures of literacy yielded figures which indicated that illiteracy was virtually nonexistent in the United States. However, recent research using functional literacy criteria paints quite a different picture. In 1975 the U.S.

Office of Education commissioned the nationwide Adult Performance Level (APL) Study. It divided literacy into three levels: APL level 1 referring to adults who function with difficulty; APL level 2, those who function but are not proficient; and APL level 3, adults who function proficiently. It was found that one in five adults in the U.S. lacks the reading, writing and problem solving skills necessary to function proficiently in our society. A Pennsylvania APL study (1978) indicated that 30% of Pennsylvanians and nearly 40% of Philadelphians are functionally illiterate.

The costs of illiteracy can be measured in many ways: illiteracy lowers productivity and raises welfare costs; it correlates highly with poverty, unemployment and the incidence of crime; the children of illiterates are more likely to be illiterate. In its recent report, A Nation at Risk (1983), the National Commission on Excellence in Education describes The Learning Society as one which holds "the idea that education is important not only because of what it contributes to one's career goals but also because of the value it adds to the general quality of one's life." The cost of illiteracy for some students then, is that it limits the general quality of life. The following statements of CFL students reflect this view:

> "I've been working for 17 years. I don't have to come (for reading tutoring). I'm coming now for me. I have a diploma; I have the money; I have a job; I have everything. So I don't need to come, but I come."

> A 73 year old retired man who was taken out of school in first grade to work in the fields stated: "Don't want to do no work if they just let me stay reading... The only reason I would quit is sickness or death." He summed up his goal as getting "a taste of education."

In spite of the extent of illiteracy identified by more recent definitions and the growing public awareness of the problem, funding for educational programs for these adults is limited. Established educational institutions - school districts, community colleges and universities - have been able to meet the needs of only a small percentage. Those most in need, those functioning on a fourth grade level or below, need one-to-one or small group instruction, prefer a community-based learning site and therefore are unlikely to enroll in formal continuing education programs. (The ideas in this paragraph are discussed by Fitzgerald (1984) with the exception of reference to small group instruction which is an addition of the author.)

Literacy programs attempt to meet the needs of adults reading on or below a fourth grade level. Many serve large numbers of students with limited funds by using volunteer tutors in one-to-one or small group learning situations. The tutors are trained at workshops geared specifically to working with the adult beginning reader. The trained tutor is then matched with a student and the pair meet either at a designated learning site or at some mutually convenient location. The literacy program provides professional support services on an ongoing basis for the student-tutor pair.

There are two major national volunteer literacy organizations in the United States: Laubach Literacy Action (LLA) and Literacy Volunteers of America (LVA).

Laubach Literacy Action is the U.S. Division of Laubach Literacy International. Through its affiliates it provides training for tutors and assistance in developing literacy programs. Through its publishing division, New Readers Press, it publishes materials for adult new readers and students of English as a Second Language (ESL). Their materials include The Laubach Way to Reading, The Laubach Way to English, many books on subjects of interest to adults which are written at a low reading level, and News for You, a weekly newspaper for adult beginning readers. Further information about LLA and its services can be obtained by writing:

Laubach Literacy Action
Box 131
Syracuse, New York 13210

or calling: (315) 422-9121

Literacy Volunteers of America also provides training for volunteer reading tutors. The materials they publish and recommend represent an eclectic approach to reading instruction. LVA also publishes a variety of materials to assist tutors and managers of literacy programs. For further information about LVA and its services, write:

Literacy Volunteers of America
404 Oak Street
Syracuse, New York 13203

or call: (315) 474-7039

There are numerous local literacy programs throughout the United States. Most of these are either LLA or LVA affiliates. Individuals interested in literacy work should seek out existing literacy programs in their area to determine how they can be of assistance in the local effort. Information on existing programs can be obtained from LLA or LVA. It should not be assumed that setting up a new program is the most appropriate way to help the local literacy effort. The process of establishing a literacy program demands a great deal of time and energy. It should be undertaken only when the need in a given area cannot be met through existing programs.

In 1983, the Mayor's Commission on Literay was established in Philadelphia. It serves as a major information and referral agency in the area. Its Resource Directory lists programs throughout the city which provide services ranging from beginning reading instruction to preparation for the high school equivalency examination (GED). The Commission has raised local awareness of the problems of illiteracy. It also trains and matches tutors and provides a variety of support services for existing programs. For further information write:

Mayor's Commission on Literacy
702 City Hall Annex
Philadelphia, PA 19107

or call: (215) 686-8652

The Center for Literacy (CFL), the developer of this manual, has been working with adult beginning readers since 1968. It maintains learning centers throughout the Philadelphia area, provides tutor training, and screens prospective students, either matching them with tutors or referrering them for appropriate services. CFL trains tutors for other agencies and provides assistance to organizations developing literacy programs. Most CFL students meet with volunteer tutors in one-to-one or small group situations. A limited number of classes are available for students whose skills are developed to the point that they can profit from a larger group. More information is available by writing:

The Center for Literacy, Inc.
3723 Chestnut Street
Philadelphia, PA 19104-3189

or calling: (215) 382-3700

THE POSITION OF MANAGER

The manager of a volunteer literacy site is the main representative of a program to students, tutors and the community in general. S/he is responsible for much of the program's service delivery. In a large program some responsibilities - publicity, orientation, training, workshops and inservices - are best handled centrally. The site manager may or may not be involved in these activities. In a small program, the manager becomes responsible for an increasing number of these tasks.

This manual discusses all phases of the service delivery but goes into most detail in those areas for which the program manager is most likely to be responsible. These responsibilities are outlined in the Job Description Volunteer Literacy Site Manager on the following page.

The chart on page viii outlines service delivery for a volunteer literacy program. It is used at the beginning of each section of the manual to indicate where, in the service delivery process, the reader is. The first part of most sections deals with service delivery as it relates directly to students, the second half as it relates to volunteers.

Job Description
Volunteer Literacy Site Manager

Duties and Responsibilities:

Assume major responsibility for organization and maintenance of the site:

1. Register, interview, test and match students
2. Register, interview, arrange for training and match volunteers
3. Maintain attendance, progress and other records
4. Maintain regular contact with both students and tutors
5. Serve as the liaison between persons using the site and the host group/agency/organization
6. Act as "troubleshooter" for site-related problems.
7. Explain the program to visitors, the press and the general public.

Time Requirements: At least 2 days (6 hours) a week; must be hours when the site is open.

Length of Commitment: At least six months or 100 hours of site management

Training:
- .Ten-hour workshop for training volunteer reading tutors
- .Volunteer literacy site manager's training program
- .Inservice meetings, opportunities to attend special literacy-related conferences.

Qualifications:

- Ability to read, write and speak well
- Willingness to learn
- Enthusiasm for and commitment to a volunteer, neighbor-to-neighbor adult literacy program
- Willingness to treat student opinions, experiences and progress with empathy and appropriate confidentiality
- Ability to accept and work with persons of varying racial, social, religious and economic backgrounds
- Ability to motivate others
- Ability to give clear, positive direction to the program
- Ability to accept and act on constructive criticism

Benefits: New friends; New skills and knowledge, especially managerial skills; Excellent job-related experience; Satisfaction of having major responsibility for a worthwhile neighborhood project.

SERVICE DELIVERY

(1) Publicity: Awareness/Recruitment

(2) Initial Contact: Intake/Referral/Service Termination

(3) Waiting List

(4) Interview/Orientation/Assessment (Student)
Interview/Orientation/Training (Tutor)

(5) Match/First Meeting

(6) Support:

Intensive first month support

Ongoing support

Monthly Attendance

Progress Assessment

Workshops/Inservices

Recognition events

Newsletters

(7) Match Termination/Rematch/Service Termination/Referral

SERVICE DELIVERY

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STUDENT AWARENESS/RECRUITMENT

Students contact literacy programs for a variety of reasons such as to improve job prospects, to help a child with homework so "he won't end up where I'm at," to become more self-sufficient, or to get "a taste of education." No matter what motivates the prospective students, there are a few considerations which should be kept in mind from the time the student is recruited into the program until the student's relationship with the program is terminated:

- The prospective student is an adult and should be treated as one.

- There is no typical adult beginning reader. Students are individuals with different needs and goals.

- The potential student may have low self esteem and be fearful of educational experiences and settings.

- All dealings should be confidential. Even the family of the individual may not be aware that s/he cannot read.

- Because the student's reading ability is limited, do not assume that her/his ability to learn or even her/his store of knowledge is limited.

- The adult student has many responsibilities and at times these may supersede the learning commitment.

- The student must be willing and able to make a commitment to learning. The desire to learn is a good place to start but the student must be ready to be an active participant in the learning process and accept his/her share of the responsibility.

Materials used in recruiting students should keep in mind the above considerations. Recruiting efforts should be through avenues which are apt to reach students who are willing and able to make the commitment necessary for them to progress as beginning readers.

At times literacy programs are contacted by or on behalf of students who are not capable of developing reading skills or who need intensive professional services in order to do so. It is important to be clear with the contact person regarding the mission and area of expertise of the literacy program. It would be best to refer such students to appropriate agencies. Another difficult situation which may arise involves a contact made by or on behalf of an individual who has no real interest in reading but is trying to satisfy the demands of some other person or agency. Again, clarity of purpose and a direct approach works best: No one can be taught to read if they lack the desire; tutors are recruited to help students learn to read.

An LVA survey ranked methods of recruiting students in terms of their effectiveness. A partial listing of these methods in approximate rank order follows:

1. word of mouth by satisfied students and tutors - Students presently active in a program, those who have completed a program, family members and friends comprise the most trusted and therefore the most effective information channel for the prospective student. Often, word of mouth will be adequate to maintain student enrollment. But when a program is new or at times when student enrollment is particularly low, more active recruiting is necessary.

2. agency referral - especially social services, public and private agencies - welfare, office of employment, health agencies, family counselors.

3. radio spot announcements

4. TV spot announcements

Also media time can be obtained on shows and through news coverage of human interest stories.

5. newspaper stories - Articles can be aimed at raising public awareness or publicizing special events.

6. posters and flyers - Remember that these must be at an appropriate level and sensitive to the characteristics of the potential student.

7. school referrals - guidance counselors

8. continuing education referrals - ABE, GED programs

9. signs in libraries - Make sure that library staff have the needed information to answer questions.

10. probation referrals - The rate of illiteracy among the incarcerated is very high.

11. employer referrals - Personnel offices - It may be possible that students who work in the area of your program live in an area where there is no literacy program or where they would have to wait a significant period of time for services.

12. inquiries at churches - There is often enough trust in the church congregation that an individual will discuss her/his lack of reading skills there.

VOLUNTEER RECRUITMENT

There are a variety of reasons why individuals volunteer to tutor reading. Often the prospective tutor is someone who enjoys reading and wants to help another individual experience that pleasure. Some tutors are simply interested in helping others. Others want to tutor in order to develop new skills. Many individuals find that tutoring provides a fulfillment that they do not find in their regular work or in retirement.

It is generally true that the only prerequisites for tutoring are the ability to read and a genuine desire to help another attain that ability; those skills needed for tutoring will be learned in a training workshop. However, there are certain attributes such as patience, compassion, determination, and responsibility which are major factors in an individual's success as a tutor. Remember that tutors are being asked to make a significant commitment (usually six months minimum) to perform a very responsible task. Recruiting materials should reflect the seriousness of the job. Recruiting efforts should be through avenues which will produce dedicated volunteers.

In the case of prospective tutors who cannot master the skills presented at the training workshop or if volunteers are recruited who are unable to or not interested in tutoring, these individuals should be encouraged to volunteer services in another area such as providing clerical assistance, working on a newsletter or with public realtions materials.

An LVA survey ranked methods of recruiting volunteers. The following is a list of 12 methods ranked among the most effective. (More detailed information on some items can be found under student recruitment.)

1. newspapers - stories, editorials, letters to the editor, ads
2. direct solicitation - personal approach or word of mouth
3. radio spots and interviews
4. posters and flyers - in libraries, volunteer centers, churches
5. TV spots
6. presentations such as speaking engagements at clubs and organizations
7. notices in church bulletins
8. notices through schools
9. newsletters for teachers, corporations
10. shopping papers
11. library displays
12. referrals by social workers, clergy, family

SERVICE DELIVERY

(1) Publicity: Awareness/Recruitment

(2) Initial Contact: Intake/Referral/Service Termination

(3) Waiting List

(4) Interview/Orientation/Assessment (Student)
Interview/Orientation/Training (Tutor)

(5) Match/First Meeting

(6) Support:

Intensive first month support

Ongoing support

- Monthly Attendance
- Progress Assessment
- Workshops/Inservices
- Recognition events
- Newsletters

(7) Match Termination/Rematch/Service Termination/Referral

INITIAL STUDENT CONTACT

Generally, the student's first contact with the program is by telephone. However, whether by phone or in person the tone of this conversation can have a great effect on the student's deciding whether or not to participate in the program. If calls are being taken at a main desk, the individual receiving the calls should be sensitive to the following:

- The prospective student is an adult and should be treated as one.
- It may have taken a lot of courage for the prospective student to make this call. Assure her/him that someone will return the call promptly.
- The caller may fear being exposed if someone calls her/his home or place of work. If the caller does not wish to leave a number, suggest a time when s/he can call again to speak to the individual handling telephone inquiries.

Telephone Interview Guidelines:

While interviewing the prospective student on the phone attempt to:

1. Provide the student with information about the program:
2. Obtain sufficient information from the student to:
   a. begin processing appropriate students
   b. refer inappropriate students for services from other agencies

During the telephone conversation, the manager should explain the program and the matching process to the prospective student. The following information should be obtained from the student and recorded on the Student Data Sheet, page 8:

1. Name

2. Address, telephone number - after B, (Business telephone) the question, "May we call you there?" is extremely important. If a student has been covering up at work, a phone call there could cost her/him a job.

3. Preferences for tutoring - This is important for matching students and tutors. It is sometimes better not to call the student in for an interview until there is a tutor available who fits her/his preferences. Students should be asked to specify when they are available for tutoring. It is important that they realize that the more flexible they can be, the more quickly they can be matched.

4. Self description of reading ability - This can be elicited by asking the student:

   How well do you read? What do you read?

   What problems do you have in reading?

Some students can accurately describe their reading ability. Many students cannot. If it is unclear from the student's self description whether s/he is appropriate for the program or should be referred, the following questions are helpful:

Can you read street signs?

No - appropriate for the program
Yes - Can you read the newspaper?

No. - appropriate for program
Yes. - What newspapers do you read?
What parts?

If the prospective student can read the newspaper, it would be best to refer her/him to a higher level program. If s/he can read only a limited amount of the newspaper such as headlines or the sports page, s/he is probably appropriate and an interview and further evaluation should be done.

If the student seems to be appropriate for the program, give her/him an estimate of the amount of time s/he can expect to wait to be called in for an interview.

If the student's needs cannot be met by the program, refer the student to an appropriate program or service. For referring Philadelphia students to another educational program, use the Resource Directory of the Mayor's Commission on Literacy. For other referrals, the Directory of Human Services of the Community Services Planning Council, Where to Turn in Philadelphia,* will be helpful. It is good to start a list of referrals you find which are not in either of these sources. Also, it is helpful to ask the student to call you back and let you know if the referral was a good one for her/him. Once an appropriate referral is made or when contact can no longer be maintained, service is terminated.

*Where to Turn is available for counties other than Philadelphia. However many of the services cited in these are based in Philadelphia.

Student Data Sheet after Initial Contact - Intake

Student Data Sheet

1. Name Tom Johnson West Area 2. Social Security Number

3. Permanent Home Address: Number & Street 125 N 53rd St How Long?

City Phila Zip Code 19123 Telephone H234-1394 4. County Phila

B387-2914 May we call you there? No

5 Preferences for tutoring: Times and Days Any evening after 6:00

Place West Phila. Male — Female —

Age over 30 1:1/Group 1:1 Other —

6. Sex ☐ 1. Male ☐ 2. Female 7. Age ☐ 8. Race ☐

9. Marital Status ☐ 1. Single ☐ 2. Married ☐ 3. Separated/Divorced ☐ 4. Widow/Widower 9b. Number of Dependents Under 18 ☐

10. Month and year of enrollment in this program ☐☐ MO. ☐☐ YR.

11. Student's initial entry level in this program.
Check one level only ☐ 1. ESL ☐ 2. 0-4 ☐ 3. 5-8

12 Self description of reading ability "pretty bad" can read bt signs, not newspaper

Other adult education programs attended

Occupation Place of work

Hours

13.

a. Is student on public assistance? ☐ 1. yes ☐ 2. no

b. Is student employed at time of enrollment? ☐ 1. yes ☐ 2. no, but is available for work ☐ 3. no, and not available for work force

c. Is student handicapped? ☐ 1. yes ☐ 2. no

d. Is student an immigrant to the U.S.? ☐ 1. yes ☐ 2. no

14. Student's classes located in

15. Last grade completed ☐

16. How did student find out about this ABE/GED program? (check only ONE):

- ☐ 01. Local Board of Education
- ☐ 02. Newspaper, radio, TV
- ☐ 03. Handout, mailed leaflet
- ☐ 04. Relative, friend
- ☐ 05. Employer
- ☐ 06. Union
- ☐ 07. Student in ABE/GED
- ☐ 08. School counselor
- ☐ 09. Other institution personnel (warden, etc.)
- ☐ 10. Human service agency
- ☐ 11. Clergy
- ☐ 12. Rehabilitation Counselor
- ☐ 13. Other (Specify)

17. Major reason for participating in program (check only ONE):

- ☐ 01. to improve job prospects
- ☐ 02. to learn better English
- ☐ 03. to obtain driver's license
- ☐ 04. to obtain citizenship
- ☐ 05. to get diploma or certificate
- ☐ 06. to qualify for training program
- ☐ 07. to help children with homework
- ☐ 08. social reasons
- ☐ 09. to improve basic skills
- ☐ 10. to achieve competency in (specify)
- ☐ 11. other (specify)

Interests

Telephone Interviewer Chris Brown Date 9/84

In person interviewer Date

Comments

Adapted from Student Intake/Data Form, Guidelines for 306-Regular Programs and 310-Special Projects, Pennsylvania Department of Education

Student's Name _____

Tutor's Name _____ Phone Number _____

ATTENDANCE:

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	De
1984												
1985												
1986												

INITIAL VOLUNTEER CONTACT

When prospective volunteers contact a literacy program, their motives may be anything from mild curiosity to a clear understanding of and interest in becoming involved in literacy. It is best to first establish why an individual has called before going into detail about the program.

For those interested in volunteering, briefly describe the work of the program, the type of volunteer activities available and the training commitment required for each. It may be useful to begin a Volunteer Data Sheet, recording the caller's name, address and telephone number. Explain what brochures or schedules will be mailed to the individual and the next step s/he should take in becoming involved in the program.

For those interested in types of service which the program does not provide, those living outside the area served by the program or individuals seeking general information, the appropriate referral should be made or pertinent information provided and service terminated.

TUTOR DATA SHEET

Please Print

Name_____ Phone_____/_____
Home Business

Address_____ Date of Birth___/___/___
Street Apt.# Mo. Day Year

Age_____

_____
City State ZIP Sex_____ Race_____

Marital Status: Single_____ Married_____ Sep/Div_____ Wid_____

Employment Status: Employed_____ Unemployed_____ Retired_____

Occupation_____ Place of Work:_____
May we call you there? yes____ no____ Hours:_____

Highest academic level you have completed_____

Other Volunteer work, organizations_____
_____

Skills_____

Hobbies, Interests_____

Preferences for tutoring:

Times and days available_____

Places you'd like to tutor_____

Non-Reader____ Low-level (P-1)____ Beginning Reader(2-3)__Remedial(4+)____
English as a Second Language (ESL)____ Handicapped Person____

Male_____ Female_____ Age Preference_____

Can You Volunteer in other Ways?

Office Aide_____ Teacher's Aide_____ Tutor Advisor_____ Librarian___

At Learning Center_____ Evaluator_____ Other_____

Training Info	Method	Date	In-Service	Date
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

Interviewer_____ Date_____

SERVICE DELIVERY

(1) Publicity: Awareness/Recruitment

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(3) Waiting List

(4) Interview/Orientation/Assessment (Student)
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(5) Match/First Meeting

(6) Support:

Intensive first month support

Ongoing support

Monthly Attendance

Progress Assessment

Workshops/Inservices

Recognition events

Newsletters

(7) Match Termination/Rematch/Service Termination/Referral

WAITING LIST - STUDENT

After the initial contact and student intake, it may be necessary to place the student's name on a waiting list.

Being on a waiting list can be very frustrating. During this time students frequently call to find out their status. It is helpful to have a "to be matched" list near the phone so these questions can be answered easily.

If possible involve the student in some program activity during this waiting period. Some possible ways to do this are:

- having the student sit in on a class
- inviting the student to recognition events or support groups.
- asking the student to help with mailings or other clerical tasks.

However, the main thing that can be done for the student at this time is to be patient and reassuring and clear in explaining the length of time s/he will have to wait.

WAITING LIST - TUTOR

Programs which receive a greater response from tutors than from students may find it necessary to have a tutor waiting list. The considerations mentioned in the above discussion of student waiting lists also apply to tutor waiting lists. Try to get the tutors involved. Any of the activities on the Service Delivery Chart could be performed by interested tutors with appropriate training. Most importantly, keep the tutor up to date on the situation with prospective students.

SERVICE DELIVERY

(1) Publicity: Awareness/Recruitment

(2) Initial Contact: Intake/Referral/Service Termination

(3) Waiting List

(4) Interview/Orientation/Assessment (Student)
Interview/Orientation/Training (Tutor)

(5) Match/First Meeting

(6) Support:

Intensive first month support

Ongoing support

Monthly Attendance

Progress Assessment

Workshops/Inservices

Recognition events

Newsletters

(7) Match Termination/Rematch/Service Termination/Referral

STUDENT INTERVIEW

When a tutor is available for the student, one who meets any preference the student has cited and whose schedule is consistent with the student's, call the student in for an interview. Avoid using the terms "testing" or "evaluation" over the telephone.

During the interview:

- discuss the program with the student
- discuss the student's interests and goals
- complete the Student Data Sheet
- administer an assessment procedure which will assist in recommending appropriate methods and materials (A partial listing of tests used by adult literacy programs is found in the bibliography.)

Discussing the Program:

Take some time to set the student at ease. Explain how the program works - what is expected of the student and what is expected of the tutor. Explain the ongoing support of the program and the availability of the manager to both the student and tutor.

Discussing Student's Interests and goals:

Every evaluation session should involve a discussion of the student's educational goals. For some students this discussion comes easily. For other students it might be best to hold this discussion for later in the interview.

Often students do not know what to expect reading to "do" for them. Many students have little experience setting goals or have no notion of how to begin the process. It is important that the process be begun. Without goals the student's motivation will rapidly dissipate. Without goals the student has nothing by which to measure success.

It is important that student goal setting involve work with some short term goals. While most students will express "being able to read better" or "being able to read anything" as goals, these are so general and long range that it is unlikely that they will provide the student with a realistic measure of success. It is important that the evaluator give the student assistance in this task.

Because the goal setting and personal success (to be discussed under progress evaluation) parts of the student interview are unstructured, they may be slightly threatening to the evaluator at first. Keep in mind that what is being suggested is a discussion, not therapy. In time, with a great deal of thought given to the process, this portion of the evaluation can become personally rewarding and educationally invaluable.

To assist in the goal setting part of the student interview, a set of questions has been included (p. 16). These are to serve as a guideline and should be modified to suit the student's needs and the interviewer's style.

Completing the Student Data Sheet:

In completing the Student Data Sheet, try to make the situation as non-threatening as possible. Some of the information you will be asking for is personal. Generally if a student understands why you are asking for that information there is not so much reluctance to provide it. If there is information on the Student Data Sheet which your program does not need, don't ask for it.

Administering an Evaluation Procedure:

Evaluation in adult education is a controversial issue. This is especially so when the adults involved have had negative experiences in educational settings. Obviously, adult beginning readers would not expect to meet with a great deal of success on a reading test. Therefore, it is extremely important that any evaluation be carried out with sensitivity.

Another issue is the lack of appropriate instruments for use in evaluating adult beginning readers. Many presently being used are based on the learning patterns of children and a large number yield a score expressed in grade levels. Others do not measure very beginning skills such as letter recognition.

There are, however, a number of valid reasons to test adult beginning readers: to assign appropriate materials, to use as a base line for evaluating progress, to evaluate one's program and to explain the program to the public and to funders. There are a number of tests which can provide the information necessary to meet these needs if they are used as part of a more complete evaluation process.

STUDENT EVALUATION SHEET

After the student interview an evaluation sheet should be begun. All pertinent information from the student interview should be filled in.

STUDENT ORIENTATION

A student orientation can provide another way to assist the adult beginning reader. At such a session a prospective student would have the opportunity to meet other students, find out more about program requirements and expectations and begin to assess her/his own ability to make the necessary commitment. An orientation could fulfill some of the functions of the student interview. Student assessment would, of course, still have to be handled on an individual basis.

Goal Setting:

Questions for discussion:

by Judy Lashof
(Revised by CFL for use in initial evaluation)

1. **Why did you decide to come for tutoring?**
2. **What do you want to be able to read that you can't read now?**
3. **What would you like to work on in your tutoring sessions?**
4. **Is there anyone at home who will be helping you with your reading?**
5. **What things are you reading? Which of these things are you doing on your own and which are you getting help with?**
6. **How long do you plan to come for tutoring?**
7. **How will being able to read, write or do math better help you?**
8. **Are you working at a paid job? Has lack of reading, writing or math skills kept you from getting a job or advancing in a job? Will the skills you'll gain from tutoring help you on the job, or in getting a job?**
9. **Is there anything you'll have to give up to increase your literacy skills?**
10. **How will your increased literacy change how you relate to other people in your life and how they relate to you? (This question aims to identify costs and benefits.)**

Student Data Sheet after Student Data Sheet Interview

1. Name Tom Johnson West Area 2. Social Security Number 113|46|0|73|41

3. Permanent Home Address: Number & Street 125 N 53rd St How Long? 5 yrs

City Phila. Zip Code 19123 Telephone H 234-1394 4. County Phila

B 387-2914 May we call you there? No

5 Preferences for tutoring: Times and Days Any evening after 6:00

Place West Phila Male – Female –

Age Over 30 1:1/Group 1:1 Other –

5. Sex [X] 1. Male [ ] 2. Female 7. Age 27 8. Race White

9. Marital Status [ ] 1. Single [X] 2. Married [ ] 3. Separated/Divorced [ ] 4. Widow/Widower 9b. Number of Dependents Under 18: 2

3. Month and year of enrollment in this program 11|84 (MO. YR.)

1. Student's initial entry level in this program. Check one level only [ ] 1. ESL [X] 2. 0-4 [ ] 3. 5-8

2 Self description of reading ability "pretty bad" can read lt. signs, not newspaper

Other adult education programs attended None

Occupation truck driver Place of work Dan's Electrical Supply

Hours M-F 9-5

3.

a. Is student on public assistance? [ ] 1. yes [X] 2. no

b. Is student employed at time of enrollment? [X] 1. yes [ ] 2. no, but is available for work [ ] 3. no, and not available for work force

c. Is student handicapped? [ ] 1. yes [X] 2. no

d. Is student an immigrant to the U.S.? [ ] 1. yes [X] 2. no

. Student's classes located in library

5. Last grade completed 10

6. How did student find out about this ABE/GED program? (check only ONE):

- [ ] 01. Local Board of Education
- [ ] 02. Newspaper, radio, TV
- [ ] 03. Handout, mailed leaflet
- [X] 04. Relative, friend
- [ ] 05. Employer
- [ ] 06. Union
- [ ] 07. Student in ABE/GED
- [ ] 08. School counselor
- [ ] 09. Other institution personnel (warden, etc.)
- [ ] 10. Human service agency
- [ ] 11. Clergy
- [ ] 12. Rehabilitation Counselor
- [ ] 13. Other (Specify) _____

7. Major reason for participating in program (check only ONE):

- [ ] 01. to improve job prospects
- [ ] 02. to learn better English
- [ ] 03. to obtain driver's license
- [ ] 04. to obtain citizenship
- [ ] 05. to get diploma or certificate
- [ ] 06. to qualify for training program
- [X] 07. to help children with homework
- [ ] 08. social reasons
- [ ] 09. to improve basic skills
- [ ] 10. to achieve competency in (specify) _____
- [ ] 11. other (specify) _____

nterests Cars, camping, music

elephone Interviewer Chris Brown In person interviewer Sue Smith

ate 9/84 Date 10/84

omments _____

Adapted from Student Intake/Data Form, Guidelines for 306-Regular Programs and 310-Special Projects, Pennsylvania Department of Education.

tudent's Name Tom Johnson

ıtor's Name Jan Faber Phone Number 342-3997

ATTENDANCE:

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
1984												
1985												
1986												

After Student Interview

STUDENT EVALUATION SHEET

Tom Johnson — Student's Name
West — Area

Tutor's Name — Number in group

10/84 — Date
Sue Smith — Tester's Name

Time in program: Initial — Months — Hours

Teaching materials/methods being used

Date — Tester's Name

Time in program — Months — Hours

Teaching materials/methods being used

Date — Tester's Name

Time in program — Months — Hours

Teaching materials/methods being used

Date — Tester's Name

Time in program — Months — Hours

Teaching materials/methods being used

E RANGE ACHIEVEMENT TEST

Date	10/84			
Score	2.3			

EL READING MILESTONE TESTS

Date	10/83			
A(sight)	100 %	%	%	%
B(CVC)	50 %	%	%	%
C(CVCe)	20 %	%	%	%
D(CVVC)	60 %	%	%	%
E(CVVC)	70 %	%	%	%

INVENTORY of BASIC READING SKILLS

1. New Instant Word List - Edward Fry

Date				
1st 100				
2nd 100				
3rd 100				

2. Hearing initial consonants (circle known)

d g s m f h c j r b
p l n t w y k z v

3. Hearing final consonants (circle known)

d g s m f z c,k l
n t b p

4. Blending sounds

Date				
Score				

5. Visual recognition of consonant sounds (circle known)

b c d f g h j k l m
n p r s t v w y z qu

6. Reading short vowel sounds

Date				
Score				

7. Reading short and long vowels

short a e i o u
long a e i o u

8. Reversals

Date				
Score				

9. Hearing consonant combinations (circle kr

sm dr th gr pl gl sk ch tr st
sl str cl,kl sk fl cr,kr wh scr,s
sn fr spl sh spr br sw bl sp

10. Visual recognition of consonant combinat (circle known)

sh ch th wh sm dr gr pl gl sk
tr st pr sl str cl fl cr scr
sn fr spl spr br sw bl sp

11. Reading vowel combinations, vowels followed by "r"

Date

e 10/84

dent's goals Read and write song lyrics, read car repair manuals

e _____

dent's goals _____

e student's practical reading goals met? (give examples) _____

nents from student regarding experiences in the program _____

nents from tutor _____

e _____

dent's goals _____

e student's practical reading goals met?(give examples) _____

ments from student regarding experiences in the program _____

nents from tutor _____

e _____

dent's goals _____

e student's practical reading goals met? (give examples) _____

ments from student regarding experiences in the program _____

ments from tutor _____

TUTOR INTERVIEW/ORIENTATION

Prospective volunteers should receive a thorough exposure to the literacy program through either a group orientation or a personal interview. There are advantages and disadvantages to both of these methods. Interviews introduce a personal element into the process but are very time consuming. Orientations are time efficient but may not address the needs of each individual. Initially, programs will probably want to use the personal interview. If a program grows, it may become necessary to switch to an orientation format.

Whether through an interview or orientation the volunteer should be provided with the following:

- an overview of the illiteracy problems in the area

- a description of the program:

  *history

  *student population

  *service delivery

- volunteer opportunities available:

  *job descriptions

  *time commitments

  *training requirements

In orientation sessions, be sure to provide adequate time to discuss concerns and answer questions.

Individuals interested in volunteering should be given the name of a contact person for their volunteer work or be registered for a training workshop if their interest is in tutoring.

TRAINING

Volunteers who wish to tutor should attend a training workshop aimed at preparing them for working one-to-one or in small groups with adult students. The workshop sensitizes the trainee to the characteristics of the adult beginning reader, introduces techniques for teaching beginning readers and familiarizes the participants with materials available.

At times individuals with teaching experience feel they should not be required to attend a training. However, unless they are experienced in teaching beginning reading to adult students they would almost definitely benefit from this exposure.

At the training, the tutor completes the Volunteer Data Sheet. Some managers find that it works well to match the tutors and give them the names of their students before they leave the Tutor Training Workshop. This reduces lag time between training and tutoring when the volunteer's enthusiasm is apt to wane.

It usually works out best to give the volunteers their students' phone numbers and suggest that they call and arrange a first meeting at a time when student, tutor and manager are all available.

Volunteers who are interested in some other type of involvement should work with and be trained by individuals who can provide them with the knowledge and supervision necessary for the volunteer to be able to make a significant contribution to the program.

SERVICE DELIVERY

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Interview/Orientation/Training (Tutor)

(5) Match/First Meeting

(6) Support:

Intensive first month support

Ongoing support

- Monthly Attendance
- Progress Assessment
- Workshops/Inservices
- Recognition events
- Newsletters

(7) Match Termination/Rematch/Service Termination/Referral

MATCH

When a tutor and student are available at the same day and time, contact the tutor and give her/him the student's name and number. For some programs, it works well to do this at the end of the tutor training workshop. The tutor should call the student and arrange for the first meeting at a time which is convenient for tutor, student, and site manager.

In preparation for the first meeting, review the student's goals and interests as well as any test results recorded on the Student Data Sheet. Based on this information, choose the materials and methods which you will recommend.

Assigning materials is not a cut and dry process. Because of the complexity of reading, many factors contribute to the student's success or failure. Some helpful guidelines to keep in mind are:

- An adult student's goals indicate the most valid materials for use with that individual.
- High interest materials, especially those which the student supplies, can often be handled at a higher level than other materials.
- When in doubt regarding the level of materials to recommend, it is safer to choose the lower level.
- A student's leisure reading level is usually slightly lower than her/his instructional level.
- Higher level materials can be used through duet reading or reading to the student.

If a commercial test is used to assess a student's skills, it is important to look at more than just a numerical score. By looking at the types of mistakes a student makes, it is possible to understand a student's specific strengths and weaknesses as well as the strategies which the student employs in reading. Since most adults have been making use of reading and writing skills even if to a limited extent, it is important to identify and make use of the knowledge they already possess.

FIRST MEETING

At the first meeting, help the tutor and student to feel relaxed and get to know each other. Act as a facilitator, encouraging them to interact.

Discuss the commitment required of both the student and tutor for the match to be successful and productive. Review the "Job Description for a Volunteer Tutor", p. 24 (it was first presented at the orientation) and ask the tutor to sign it. The signed job description is retained in the tutor's file. Present "What is Expected of You, the Student", p. 25; read it to the student, and have the student sign it. S/he retains the top half. The bottom half is placed in the student's file. Have both student and tutor fill out membership cards, p. 26, with their partner's name, phone number, meeting time and place, and the manager's name and phone number. Students may not want their own name on the card in case it should be lost. For the same reason, the program should be identified subtly on the membership card.

It is important that the student and tutor be present when the other signs the tutoring agreement. This is because the agreement is basically a pact between these two adults and the success of the match will depend on their willingness to honor it. Explain to the tutor and student that at times, in spite of good intentions, a match does not work well and if either student or tutor feels that is the case, they should let the manager know.

Attendance reporting should be discussed with the tutor. It is important to determine how the tutor will report this to the manager - whether by phone, in person, or by mail. For tutors who will mail in attendance, forms should be provided for the first six months. (See p. 26)

Explain to the tutor and student the materials and methods you recommend. Use the "Student Evaluation Summary" form, p. 27, for this purpose. You will probably be supplying the student and tutor with some reading "text". It is important that you strongly encourage the tutor to use other approaches to reading instruction so that the "text" does not become a "bible". A couple of suggestions will encourage the tutor to vary lessons and make use of student input. The tutor should be made aware of the student's interests and reasons for participating in the program. (This information was recorded on the Student Data Sheet at the student interview.) Too many suggestions, however, could make the tutor feel confused in which case she/he may fall back on the "text" for security.

Encourage the tutor to work with the student to continue the goal setting process which has been started. Point out that progress toward goals and student successes should be recorded. All of this information should be collected by the tutor and reported to the site manager.

The first meeting can conclude at this time or if the student and tutor wish, they may stay and talk or work together for a while.

JOB DESCRIPTION FOR A VOLUNTEER TUTOR

TYPE OF WORK: Volunteer Literacy Tutor

PURPOSE: To help an individual sixteen years of age or older learn to read and write through one-to-one or small group instruction, emphasizing personal attention.

TRAINING: Pre-Service: a basic ten hour workshop.
In-Service: tutor meetings, individual consultation with professional staff.

PLACE OF WORK: Tutoring can occur in a learning center, library, church or community center, tutor's home or any mutually agreed upon location.

HOURS: After the ten hour tutor training workshop, the volunteer reading tutor and student should meet twice a week for 1 1/2 hours each session minimum. Allow enough time between lessons for independent work by the student.

DURATION OF JOB: We ask that you make a commitment of 6 months of tutoring. At the end of that time you and the area coordinator can meet to discuss extending your commitment and/or service.

DUTIES: After your pre-service training workshop you should:

1. Provide encouragement and support by:
   a. Helping your student develop a positive self-concept and attitude toward learning, by complimenting the student on work done well.
   b. Encouraging your student's increased, and eventually, total independence from you.
   c. Showing acceptance of your student by listening to what she/he has to say and encouraging her/his input into lessons.
   d. Encouraging your student to work on challenging materials as a positive opportunity for growth and independence.
   e. Consult CFL staff when necessary.
   f. Meeting regularly and punctually.

2. Submit a monthly record of student's progress and attendance.

3. Attend tutor meetings.

4. Inform your area coordinator immediately if you choose to stop tutoring. We suggest you give two weeks notice in order to prevent a long gap in between tutors for your student.

VOLUNTEER QUALIFICATIONS: Dependable and prompt, interested in others, respectful of confidentiality, good reading and writing skills, flexible, friendly, patient and optimistic. Sense of humor is helpful. Ability to be happy with small successes. Willingness to work in neighborhoods with greatest need. (Community based education is often the most effective way to reach and teach adults.)

FRINGE BENEFITS: Experience in adult education, reading instruction, working with professional staff, deepened understanding of values for creative problem-solving. Work performance evaluation and references provided on request.

I have read and understand the Job Description for a Volunteer Tutor. I will follow the guidelines to the best of my ability.

_____ _____
Tutor's Signature Date

WHAT IS EXPECTED OF YOU, THE STUDENT

1. Regular, on-time attendance. This is very important for improving your reading and writing. Everyone has days when they're sick or something unexpected has come up. If you can't make it to a class or if you're going to be late for class, call your tutor as soon as possible. If you miss without calling your tutor three times, you will be dropped from the program. You may also be dropped if lateness or absence is an ongoing problem.

Your tutor's name and phone number are:

Your meeting time and place are:

2. Participation and Effort. You are responsible for your own learning. Improving your reading takes more than just showing up. Ask questions, bring up issues that are important to your learning, and make an effort to do the homework. Read and write as much and as often as you can. The best way to improve skills is to use them.

3. Commitment. Learning to read and write takes time. It doesn't happen in a week or even in a month. Make an initial six-month commitment and stick to it.

4. Call your coordinator if—
   a. You can't get in touch with your tutor.
   b. You want another opinion about your learning.
   c. You aren't happy with your tutor.

Your coordinator's name and phone number are:

5. Respect. We ask that you respect the time, space and opinions of other students, tutors, staff and other people at your learning site. And don't forget to respect yourself, too.

_____ _____
Student's Signature Date

- -

(for student's file)

I understand the guidelines stated in "What is Expected of You, the Student." and I will follow them.

_____ _____
Student's Signature Date

_____
Student's Name (printed)

STUDENT EVALUATION - SUMMARY AND RECOMMENDATIONS

_____ _____ _____
Student's Name Area Date of Testing

_____
Tutor's Name

* * * * * * * * * * * * * * * * * *

Recommendation:

_____ Language Experience

_____ Duet Reading

_____ Leisure Reading,(Newspapers, Magazines, Paperbacks)

_____ Functional Literacy Work (See below for specifics)

_____ Others: _____

_____ Sight Words

_____ Word Patterns

_____ Skill Book___

_____ RSVP

_____ Focus on Phonics

_____ Other supplementary books (see below)

* * * * * * * * * * * * * * * * * *

Test Scores: Scores may be obtained by calling your site manager.

* * * * * * * * * * * * * * * * * *

Comments:

_____

_____

_____

_____

_____

_____

_____ _____
Site Manager Date

Agency Name - MONTHLY ATTENDANCE REPORT

MONTH_____ 19_____

Tutor_____ Total Tutor Hours_____

Students _____ Hours:_____

_____ Hours:_____

_____ Hours:_____

Area _____

(North, Northwest, Northeast, west)

Site_____

(specific meeting place)

Comments/questions:_____

_____

Materials needed_____

Send immediately after last meeting each month. Thank you!

AGENCY
NAME

T/S_____ #_____

Place_____

Days/Times_____

Coord._____ #_____

Membership Card

SERVICE DELIVERY

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(5) Match/First Meeting

(6) Support:

Intensive first month support

Ongoing support

Monthly Attendance

Progress Assessment

Workshops/Inservices

Recognition events

Newsletters

(7) Match Termination/Rematch/Service Termination/Referral

SUPPORT

After the student and tutor are matched, the major function of the literacy program is to provide support. The support needed during the first month is much greater than that required on an ongoing basis.

First Month Support

This is a critical period for any student/tutor pair. Both parties are unsure of what to expect from the other. Staff support at this time is crucial. Encourage the student and tutor to drop in and discuss their concerns. Informally observe what is taking place in the tutoring session. Make suggestions when needed.

During the first month, the tutor will be getting to know the student. For successful tutoring, it is important that the tutor become aware of the student's reading goals and her/his specific strengths and weaknesses. Some of this information is available from the student interview and can be communicated to the tutor by the manager. In order to assist the student in setting specific goals and measuring progress toward these goals, the tutor should use the "Goal Setting Check List", pp. 31-32. A reading skills inventory such as the one found in Guidelines to Teaching Remedial Reading by Lily Pope and The New Instant Word list by Edward Fry will provide the tutor with information regarding the student's phonics and sight word skills.

Any information gathered by the tutor relating to the student's goals, skills, or progress in these areas should be communicated by the tutor to the manager and recorded on the Student Evaluation Sheet.

Ongoing Support

Tutors and students should be aware that the site manager is available for discussing any issues which come up. Managers should be in contact with tutors and/or students at least once each month. Sometimes it is convenient to collect attendance at this time. Communication can be enhanced through newsletters, recognition events, workshops and inservices. After six months of tutoring, the student should be evaluated to determine if progress is being made and whether the materials and methods being used with the student are appropriate.

*Monthly Attendance Collection

There are several methods of attendance collection which can be used:

1. Phone calls to tutors and/or students.
2. Reports sent in by tutors.
3. Sign-in sheets for tutors and students.

Separate attendance records should be kept for students and tutors. Tutor attendance records should reflect the number of hours which were spent tutoring. This will not be the sum of the student hours if a tutor is working with a small group. Both student and tutor attendance should list the tutor's/student's name, hours of tutoring for the current month and hours to date.

It may be helpful to record student hours on the back of the Student Data Sheet. In fact, the back of the sheet is designed for use in recording hours when making attendance calls.

Progress Evaluation

When the student has been in the program for about six months, a progress evaluation should be done. The student's progress toward her/his goals should be discussed and recorded and new goals set (pp. 31-33). The assessment procedure administered during the student interview should be given again. If the tutor has made use of a reading skills inventory or sight word list, progress on these should be assessed either by the tutor or by the manager. The tutor should be asked about materials and methods being used with the student.

The results of the six month evaluation should be recorded on the Student Evaluation Sheet. A Student Evaluation Summary and Recommendations should be drawn up. This is used by the manager in discussing the student's progress with the student and tutor and in making recommendations for materials and methods to be used with the student for the next phase of learning.

Workshops/Inservices

It is important that the programs offer inservices for tutors. These provide a forum for the tutors to share experiences they have had, air their concerns, and learn from one another. Inservices which review topics presented in the training workshop or introduce new tutoring ideas upgrade the quality of a program.

Students may benefit from workshops or guest speakers on topics of interest to them. These meetings also provide an opportunity for students to meet other students. This reduces the feeling of isolation felt by individuals in one-to-one tutoring situations.

Recognition Events

It is important that programs which make use of volunteers plan ways in which to recognize the contributions which these individuals make. Recognition events provide a good opportunity for volunteers to get to know each other and the site manager better. Almost any kind of event - a luncheon, picnic or party - is appropriate. Certificates may be given or awards presented. Whatever the format, the important issue is that programs recognize the contributions of their volunteers.

Newsletters

A newsletter provides a means for a program to communicate with a wide variety of people. Program events and concerns can be communicated to students and tutors in this way. A newsletter provides a great opportunity for printing the writing of students. Ideas for and by tutors can be shared in this way. A newsletter is also a way for a program to communicate with other programs and with funders.

Goal Setting:

Judy Lashof, Functional Literacy Investigation

1. Why did you decide to come for tutoring?

2. What are you reading? What is important to you to read?

3. Tell me what you do now in your tutoring sessions.

4. Do you spend time in each session reading, writing, or computing things that you request or have a special interest in? If no, why?

5. Tell me something you've read or worked on in tutoring that you really liked. Anything else? Anything you didn't like? Anything else?

6. Are there other things that you would like to work on in tutoring sessions? What? Why?

7. What are you reading, writing, or computing outside of tutoring sessions and homework assignments? Is anyone helping you with these activities?

8. What things are you reading or doing now that you couldn't or didn't do before you started tutoring? Which of these things are you doing on your own and which are you getting help with?

9. How has tutoring helped you?

10. How has being able to read, write or do math better helped you?

11. Are you working at a paid job? Has lack of reading, writing or math skills kept you from getting a job or advancing in a job? Have the skills you/ve gained from tutoring helped you on the job, or in getting a job?

12. Is there anything you've had to give up to increase your literacy skills?

13. How has your increased literacy changed how you relate to other people in your life and how they relate to you? (This question aims to identify costs and benefits.)

GOAL-SETTING

During one of your early meetings with your student, spend some time discussing what particular things he wants to be able to read and write. First, just ask --

1. Why did you decide to take these lessons?
2. What three things would you like to be able to read?
3. What three things would you like to be able to write?

Then (especially if your student says that he "just wants to be able to read and write - everything!"), get more specific about what skills he'd like to work on now. The following list contains many of the practical skills adults want to work on. Keep track of what your student sets as goals. Spend some time during each lesson working on these everyday reading and writing skills. Then keep track of what goals are accomplished. Make sure your student is aware of the progress he's making, too. Please also relay this information to your coordinator with monthly attendance reports!

Mark A - Personal Goal (Date)
Mark B - Mastery (Date)

Date Set	Date Met	Basic functional literacy skills, such as
----	----	1. writing name, address and phone number
----	----	2. telling time
----	----	3. finding emergency phone numbers
----	----	4. learning the days of the week and the months of the year
----	----	5. other:_____
----	----	6. reading the months of the year and the days of the week
----	----	7. understanding legal holidays
----	----	8. reading street signs
----	----	9. transportation schedules

Government and Law, for example

---- ---- 10 helping with tax forms
---- ---- 11 knowledge of legal document/contracts
---- ---- 12 where to go for legal advice
---- ---- 13 getting a social security number
---- ---- 14 other: _____

Community Resources, for example

---- ---- 15 obtaining a library card
---- ---- 16 reading church bulletins
---- ---- 17 using the telephone book
---- ---- 18 other: _____

Consumer Economics, for example

---- ---- 19 reading grocery ads
---- ---- 20 cutting and using coupons
---- ---- 21 finding sales (food, clothing, etc.)
---- ---- 22 reading directions on cleaning and other products
---- ---- 23 reading and paying bills (gas, electric, telephone)
---- ---- 24 car maintenance
---- ---- 25 reading store names
---- ---- 26 interpreting sale signs
---- ---- 27 other:_____

Parenting, for example

---- ---- 28 helping children with homework
---- ---- 29 reading to children
---- ---- 30 reading about childcare
---- ---- 31 reading school notices
---- ---- 32 other:_____

Occupational Knowledge, for example

---- ---- 33 studying job-related vocabulary
---- ---- 34 filling out job applications
---- ---- 35 writing a resume
---- ---- 36 interviewing
---- ---- 37 knowledge of unions
---- ---- 38 understanding net/gross pay (deductions)
---- ---- 39 other:_____

Health Care, for example

---- ---- 40 reading directions on medicine bottles
---- ---- 41 nutrition
---- ---- 42 following recipes
---- ---- 43 dental care
---- ---- 44 first aid
---- ---- 45 safety for children/elderly people
---- ---- 46 writing down medical and dental appointments
---- ---- 47 obtaining glasses for reading
---- ---- 48 other: _____

SERVICE DELIVERY

(1) Publicity: Awareness/Recruitment

(2) Initial Contact: Intake/Referral/Service Termination

(3) Waiting List

(4) Interview/Orientation/Assessment (Student)
Interview/Orientation/Training (Tutor)

(5) Match/First Meeting

(6) Support:

Intensive first month support

Ongoing support

Monthly Attendance

Progress Assessment

Workshops/Inservices

Recognition events

Newsletters

(7) Match Termination/Rematch/Service Termination/Referral

MATCH TERMINATION

The student/tutor match may be terminated for a number of reasons. The student may have met her/his personal goal and chosen to discontinue tutoring or may have mastered the material appropriate for the level of the program and moved on to a higher level program. Outside commitments often make demands on either the student or tutor, preventing them from continuing in the program or lack of interest may have led to poor participation. There are also times when a student and/or tutor recognize that the match is not working out well and request a rematch. It is important that when any of these happen, both student and tutor are informed of what is happening.

REMATCH/SERVICE TERMINATION/REFERRAL

If, after a match is terminated, the student or tutor is interested in continuing in the program, a rematch should be made as quickly as possible.

In the case of the student who has mastered the material appropriate for the level of the program or whose interest lies outside of the program, every effort should be made to refer her/him to a program which will be able to meet her/his needs.

When there is no interest on the part of the student and/or tutor to continue in the program, service is terminated.

It is important that individuals know that they can return to the program if they find themselves in need of its services again.

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Tests

The following is a list of tests which, if used as part of an interview as discussed on pages 14-16, can provide information helpful in serving the adult student:

ABLE. Harcourt, Brace, Jovanovich, Inc., New York.

Botel Reading Milestone Tests. Botel/Sheppard Associates, Philadlephia, PA.

READ. Literacy Volunteers of America, Syracuse, NY.

SORT. Slosson Educational Publications, Inc., East Aurora, NY 14052.

TABE. CTB/McGraw-Hill, Monterey, CA.

WRAT. Jastak Associates Inc., Wilmington, DE.